

**Certification Examinations for Oklahoma Educators (CEOE)
Framework Development Correlation Table**

The Framework Development Correlation Table provides information about possible alignment of some of the knowledge and skills contained within the CEOE framework for a test field with other conceptualizations of the knowledge and skills of a field. It was produced using Oklahoma and educator association standards documents that were publicly available at the time of framework development. In the preparation of the Correlation Table, the alignment of a CEOE test competency with standards documents was indicated if the content of a standard was covered, in whole or in part, by the CEOE test competency. For some CEOE test competencies, multiple standards from Oklahoma, or other documents were aligned with the content of a CEOE test competency. An indication of alignment in the Correlation Table does not necessarily imply complete congruence of the content of a CEOE test competency with the standard.

Matrix Showing Match between NCATE Curriculum Guidelines for Early Childhood Education and CEOE Competencies

NAEYC Standards	OK Full Subject Matter Competencies	CEOE	Subarea	Competency
Standard 1				
K1 Knowing and understanding young children’s characteristics and needs	A, B, C	OSAT: Early Childhood OPTE: PK-8	I III I	0001, 0002, 0003, 0007, 0008 0015, 0016 0001, 0002
K2 Knowing and understanding the multiple influences on development and learning	A, B, C	OSAT: Early Childhood OPTE: PK-8	I II III I	0001, 0002, 0005, 0006, 0007 0008 0015, 0016 0001, 0002, 0003

K3 Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.	A, B, C, D, E, K	OSAT: Early Childhood OPTE: PK-8	I II III I II	0007 0008 0016 001, 002, 003, 004, 007 0007
Standard 2				
K1 Knowing about and understanding family and community characteristics	A, I, J, L	OSAT: Early Childhood OPTE: PK-8	III I III	0018 0002 0012, 0013
K2 Supporting and empowering families and communities through respectful, reciprocal relationships	J, L, O	OSAT: Early Childhood OPTE: PK-8	III I III	0018 0002 0012, 0013
K3 Involving families and communities in their children's development and learning	J, L, O	OSAT: Early Childhood OPTE: PK-8	III I	0018 0002

			III	0012, 0013
Standard 3				
K1 Understanding the goals, benefits, and uses of assessment	K, L	OSAT: Early Childhood	II III	0008 0016
		OPTE: PK-8	II	0005, 0008
K2 Knowing about an using observation, documentation, and other appropriate assessment tools an approaches	K, L	OSAT: Early Childhood	I II III	0001, 0003, 0004, 0005, 0006 0008 0016
		OPTE: PK-8	II	0008
K3 Understanding and practicing responsible assessment	K,L	OPTE: PK-8	II	0008
K4 Knowing about assessment partnerships with families and other professionals	K, L	OPTE: PK-8	II III	0008 0012
Standard 4				
K1 Knowing, understanding, and using positive relationships and supportive interactions	J, O	OSAT: Early Childhood	III	0015, 0016, 0018
		OPTE: PK-8	I II III	0002, 0003 0007 0012

OSAT: Early Childhood

Subareas: I – Language and Literacy Development

- 0001 Understand expressive and receptive language development and how to provide learning experiences that encourage children's development and use of language and literacy skills.
- 0002 Understand emergent literacy strategies for fostering young children's literacy, including creation of a classroom environment that encourages a positive disposition toward literacy.
- 0003 Understand phonological awareness and phonemic awareness and effective instructional strategies for promoting children's knowledge and skills in these areas.
- 0004 Understand word identification strategies and the use of explicit and implicit instruction to promote Children's knowledge and skills in applying word identification strategies
- 0005 Understand reading comprehension, reading fluency, and vocabulary skills and effective instructional strategies for promoting children's development in these areas
- 0006 Understand writing processes and effective instructional strategies for promoting young children's writing skills, including spelling proficiency
- 0007 Understand second-language acquisition and how to facilitate the English language development of young children with diverse linguistic backgrounds.

II – Learning Across the Curriculum

- 0008 Understand the cognitive development of young children and how to provide instructional opportunities and a classroom environment that offer children opportunities to develop a range of cognitive skills and abilities
- 0009 Understand interrelationships among content areas, skills and concepts that may be applied across the curriculum, strategies for integrating curriculum, and procedures for assessing children to determine appropriate curriculum
- 0010 Understand fundamental knowledge, skills, and concepts in mathematics and how to provide developmentally appropriate learning opportunities to enhance young children's mathematical understanding
- 0011 Understand fundamental knowledge, skills, and concepts in social studies and how to provide developmentally appropriate experiences that promote young children's exploration and learning in this area
- 0012 Understand fundamental knowledge, skills, and concepts in science and how to provide developmentally appropriate experiences that promote young children's inquiry, exploration, and learning in this area
- 0013 Understand the role of the arts, including visual arts, music, creative movement, dance, and drama, in the overall development of young children and how to provide children with a range of meaningful experiences in the arts
- 0014 Understand young children's physical development; their needs related to personal health, safety, and nutrition; and strategies for providing developmentally appropriate experiences in these areas

III – Child Development and Early Childhood Education Programs

0015 Understand how to promote young children's development of self-concept, self-discipline, motivation, and autonomy through the use of positive child guidance strategies and the creation of appropriate learning environments and experiences.

0016 Understand how to promote young children's social development, including respect for all individuals and groups, through creation of a learning environment that fosters cooperation, responsibility, leadership, and appreciate of diversity

0017 Understand how various types of materials and resources, including current technology, can be used in early childhood classrooms to support children's learning

0018 Understand the historical, philosophical, social, and ethical foundations of early childhood education programs and major organizations that serve young children

OPTE: PK-8

I – Learners and the Learning Environment

0001 The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels, including early childhood, elementary, middle level, and secondary

0002 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

0003 The teacher uses best practice related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing opportunities for success.

0004 The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development

0007 The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

II – Instruction and Assessment

0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection

0006 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and

effective use of technology

0007 The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

0008 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development

III – The Professional Environment

0010 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth

0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being

0013 The teacher understands the legal aspects of teaching, including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher